



National Congress Bulletin

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Our Cornerstone Is Laid!

NATIONAL Board members, past presidents, and guests met September 24, 1953, for the laying of the cornerstone of our new headquarters in Chicago. Through these pictures you, too, may witness that ceremony, our most important building event to date, as already you have shared through pictures the ground-breaking ceremony of last January and the month-by-month progress in construction.

- Photographers were everywhere, not only for pictures like these, but for films and even for TV. Yes, the cornerstone was laid on television—over WBBM-TV and WBKB—through the cooperation of Mrs. Elizabeth Marshall, chairman of radio and television for the Illinois Congress.

- Each state congress was represented by its president, attending the National Board meetings in Chicago. Distinguished guests included representatives of the National Education Association, the Adult Education Association, and the American Association of School

Administrators; representatives of the American Library Association and the Episcopal Diocese of Chicago (our new neighbors); and Benjamin C. Willis, recently appointed superintendent of schools for Chicago.

- In the presence of this friendly "cloud of witnesses" Knox Walker, our second vice-president and chairman of the national headquarters committee, presided

over a simple, dignified ceremony. To Mrs. J. W. Heylmun, national vice-president from Region IV and member of the national headquarters committee, was given the responsibility of depositing in the cornerstone box those documents of lasting importance that represent the aims of the National Congress of Parents and Teachers and its accomplishments over the years.

(Continued on page 2)



• The headquarters committee poses with the national president during the cornerstone laying ceremonies on September 24, 1953. From left to right: Mrs. J. W. Heylmun, Illinois; John W. Headley, South Dakota; Mrs. James Fitts Hill, Alabama; Mrs. Newton P. Leonard, president, Rhode Island; and Knox Walker, committee chairman who presided at the ceremony, Georgia.



• Special buses brought Board members and the staff of the National Congress to Chicago's Near North Side for the ceremony. This picture was taken at Rush and Huron Streets.



• Mrs. Marjorie B. Leinauer, superintendent of schools for DeKalb County, Illinois (left), representing W. A. Early, president of the National Education Association, gives Mrs. Leonard a message to be read and deposited in the cornerstone box.

• Members of the National Board of Managers and guests arriving for the cornerstone laying. On the wall in the foreground can be seen the cornerstone box and the ceremonial trowel. Articles of historical interest were placed in the box before it was sealed and laid in the cornerstone.

• Each past president held aloft documents that had had particular significance during her administration; our magazine president, Mrs. James Fitts Hill, presented copies of our magazine from its earliest form to the present; then our treasurer, John W. Headley, brought records of the national headquarters fund, and our national president, Mrs. Newton P. Leonard, records of the ceremony itself, together with official greetings from the N.E.A. We seemed to be reliving a very impressive period of the history of the National Congress of Parents and Teachers.

• The invocation given by the national chairman of our Committee on Character and Spiritual Education, Mrs. A. O. Haislip; the moving words of our president, Mrs. Leonard, of Mrs. Heylmun, and Mr. Walker; and the beautiful poem composed by Bonaro W. Overstreet especially for the occasion—all were fitting tributes to the purpose for which this building is being erected.



• To Mrs. J. W. Heylmun, vice-president from Region IV and long a member of the national headquarters committee in charge of promotion, went the honor of placing historical P.T.A. documents in the box. Others who took part in this most important feature of the ceremony were Mrs. Newton P. Leonard, national president, four past national presidents—Mrs. William Kletzer, Mrs. William A. Hastings, Mrs. L. W. Hughes, and Mrs. John E. Hayes; headquarters committee members—Knox Walker, chairman, John W. Headley, and Mrs. James Fitts Hill. Representing the state presidents and national chairmen were Joseph A. Hunter and Raymond F. Hawk. Mrs. A. O. Haislip, chairman of the Committee on Character and Spiritual Education, gave the invocation. Pictured above are Mr. Walker and Mrs. Heylmun.



• Mrs. Elizabeth Marshall, chairman of the radio and television committee of the Illinois Congress of Parents and Teachers, arranged and directed the filming of the ceremony for television as well as for a slide film, which will be released later.



• Early arrivers wait for the ceremony to start. The gentleman at the left is Robert Luke, who brought a message from Dr. William Carr, executive secretary of the National Education Association. Mr. Luke was one of the guests of honor at the Board dinner that evening.



↑ • These four National Board members had their picture taken together because they have several things in common. All are state congress presidents. All four were born in Salt Lake City, Utah. From left to right they are Mrs. Solomon of Nevada, Mrs. Rose of Utah, Mrs. Bosquet of Idaho, and Mr. Brown of Hawaii, who traveled many miles to be on hand for the cornerstone laying.



← • A group of state presidents from Region I pose with Mrs. Newton P. Leonard during their inspection of the building. From left to right are Mrs. Chapman, New York; Mrs. Lawrence, Vermont; Mrs. Chace, Massachusetts; Mrs. Lyons, Maine; Mrs. Leonard, national president; Mrs. Manduca, national vice-president; and Mrs. Wilcox, Connecticut.

**It was a great and consecrated day
in the annals of the P.T.A.**



Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."

Check List of Achievements

If your P.T.A. is looking around for new fields to conquer, you might be interested in the activities of several Virginia units. Here is a sample of their past and present projects:

- Establishment of a bookmobile service.
- Conservation of wild life.
- Chlorination of water.
- Support of speech correction in school.
- Ground-clearing for additional playground space.

Several units concentrated their attention on dental clinics. In one rural school unable to obtain state aid, P.T.A. members went to the dentist in a town fifteen miles distant and asked him to check their children's teeth. He agreed to contribute an entire week of his time to the children in the community. The school board furnished the transportation for all, taking groups into town on school time.

Now that the community has become conscious of meeting this health need, members anticipate a repetition of this service each year. They feel that this plan has done much to educate rural parents and children in dental hygiene and nutrition.

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EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

Publications and National Parent-Teacher

Editor-in-Chief: Mrs. Eva H. Grant

Managing editor: Mary A. Ferre

Senior assistant editor: Mary Elinore Smith

Assistant editors: Josephine Costantino, Mrs. Vera Diekhoff, Margaret Reynolds.

Administration Projects

Assistant editor: Mrs. Cora G. Barron.

Baby-Sitters by the Year

There's a unit on the Atlantic coast whose members engage their baby sitters for a year. That's to guarantee uninterrupted participation in its three discussion groups, which have replaced regular meetings. The association's business is handled briefly but efficiently, and then the audience divides into three groups, which use the study course in the *National Parent-Teacher*. Attendance has risen from 165 to 1,000!

Enthusiasm was not always so great. Not long ago there was a move on the part of some members to withdraw the unit from the state and national congresses. However, the wife of the new president was active in scouting and had a high regard for the help to be gained from a national organization. She encouraged her husband to get in touch with an officer of the state congress, who came and talked to the group.

He suggested that the unit send representatives to the summer conference. Two members who were in favor of withdrawing, and the unit president, who was neutral, were delegated to go.

They all drove down together. The effect of the summer conference was to convince them that there were unique advantages in membership in a Congress unit. Officers trace the new vitality of the unit to this conference, which supplied them with a fresh approach and renewed their confidence in the state and national organization.

Connecticut Takes Stock

Connecticut estimates that one out of every thirteen high school graduates must enter the teaching profession if the needs of its expanding school population are to be met. These needs are particularly acute in the elementary schools, but will extend to the high schools as children born during the war years reach their teens. The fieldworker found that the state congress is steadily strengthening its program for educa-

tion, together with a citizens' commission that reaches business and professional groups.

In the Middlesex District the school board paid substitutes to replace a principal and a teacher for the day so that they might attend the meeting conducted by the fieldworker. In the Hartford District delegates to the leadership training institute were greeted by the superintendent of schools in Simsbury. He quoted from two articles in the June issue of the *Phi Delta Kappan*: "Eight Million on Our Side," stressed the potential worth of the P.T.A. movement in the continuing improvement of public education; "Reaching the Unorganized Majority" urged that all citizens in the community become acquainted with school policy. Says the author:

The parent-teacher movement has grown despite the resistance of some educators and boards of education, and despite unfortunate incidents created by misunderstanding and overzealous parents, to become the greatest force for good in public education today. With more than 7,000,000 members, the P.T.A. is here to stay, and it will grow in membership and usefulness. Any public school system that does not have such an organization should proceed to encourage the formation of one; any school system that has such an organization should develop closer relations between it and the board of education and the professional activities of the staff.

Elsewhere in Connecticut, in New London, five European educators, all women, were present for a leadership training institute. One of the German women voiced a desire to see similar home-school relationships established in her country. Much could be gained for the youth of her country, she felt, if a finer rapport were established between parents and the school personnel.

Talent "Scouts"

District of Columbia parents are lending their talents to the club program of one of the local schools, according to our fieldworker. The clubs meet during the day on the school premises, led by parents whose interests and skills fit them for these posts. In this way they're enriching the regular curriculum.

At another school parents chaperon youngsters' movie parties, trips to the airport, ball games, circus visits, and sight-seeing excursions. Elsewhere they support square dancing on Friday night in cooperation with the recreation department. It all makes for exceptional good will between the home and the school.

Dear P. T. A. Presidents:

FOR almost two months now, our boys and girls have been back in school. Although we may not realize it, we parents have been going to school too—because each child takes his home to school with him. He carries into the classroom the attitudes and values he has learned at home. And likewise every school day, the school enters the home without so much as ringing the doorbell. For the child's school experiences become part and parcel of his very being. Home and school, then, are bound together firmly. We could not separate them even if we would.

- What kind of relationship have we parents and teachers been building in these past two months? Are we plotting a common map to guide the child toward self-reliance and responsibility? Or do we stand at the crossroads, each facing a different way, each pointing out different goals, and each blaming the other when the child stumbles and loses the path?

- Time spent in working at cross purposes is time wasted. Let us rather spend our time constructively in building mutual understanding and in establishing common goals, common methods of guidance. Teachers must understand the varied backgrounds from which their pupils come and respect the aspirations and endeavors of parents for their children. Parents must imagine themselves at the teacher's desk and try to understand her tasks and methods.

- This month, during American Education Week, let parents pour into our schools to see them in action. Let their visits be the beginning of warm, friendly, helpful relationships between home and school. Let them be the springboard of renewed and continuing study and discussion of common problems and common concerns.

- If your P.T.A. has not already seen the N.E.A. film *Skippy and the 3 R's*, try to arrange a showing of it for them and other members of the community. It's a splendid portrayal of what the public schools are trying to do. And after you see the film, ask yourselves "Is this what our school is doing? Is this what our community wants for its children?"

- This year American Education Week has a special feature. Its sponsoring organizations, which, as you know, include the National Congress of Parents

and Teachers, have designated November 9 as Loyalty Day. The goal is for every American, young and old, to join together at some time during that day to pledge allegiance to the flag. This act will not only remind us of our unity but will signify to the world our unity of thinking.

THIS month brings another occasion of significance to American families—Thanksgiving Day. Over the years the character of our Thanksgiving observance has changed. Too often now the essentially religious basis of the day is obscured by the family's concentration on a football game or an elaborate dinner. The first point in our Action Program for Better Homes urges that we "emphasize moral and spiritual values of faith in God and of freedom." Thanksgiving Day is an occasion to make real to our children our great tradition of a family or community festival of gratitude for the blessings of life and liberty.

- Let us remind P.T.A. members to take advantage of such occasions to provide experiences in the home that will further the child's understanding of moral and spiritual values. On Loyalty Day, for example, our dinner conversation might center on the Pledge of Allegiance and on the meaning of the

significant words in it, like *justice* and *liberty*. "The most influential of all educational factors," said William Temple, "is the conversation in a child's home."

- On this Thanksgiving Day a special prayer of thanks will rise from the hearts of parent-teacher members. On September 24 we laid the cornerstone for a building that will be devoted entirely to the service of children and youth—our new national headquarters in Chicago. A member from New York State who was present at the ceremony described it very movingly. "As our past national presidents put into the box the records of parent-teacher work," she said, "the building seemed to breathe and become alive with the energies of inspiring deeds. It seemed to pulse with the desire of millions of parents and teachers to protect and sustain and strengthen the children of America."

- She was right. Our building will be more than a symbol of love for children; it will be a living force—a dynamic center of action for their welfare. That is why I am happy to remind all members that an invitation to contribute to our headquarters fund is an invitation to share in the manifold activities to be carried on in our noble building.

Loyally yours,

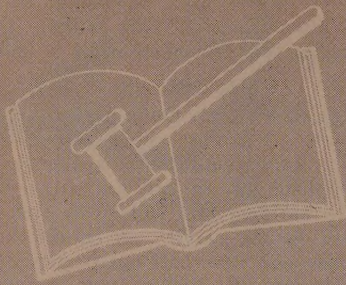
Lucille P. Leonard

MRS. NEWTON P. LEONARD, President
National Congress of Parents and Teachers



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- At Oxford, England, more than forty American representatives attended the first Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession. Seated in the front row at the right is Mrs. Newton P. Leonard. The theme, "Cooperation Between Parents and Teachers," was of special interest to her as a National Congress representative. The meetings were held from July 31 to August 4. To the left of Mrs. Leonard are W. A. Early, president of the N.E.A., and Mrs. Sarah Caldwell, a member of the executive committee of WCOTP.



Legislation Program

of the

NATIONAL CONGRESS OF PARENTS AND TEACHERS

AS ADOPTED SEPTEMBER 25, 1953, BY THE NATIONAL BOARD
OF MANAGERS

1953-54

OBJECT — "To secure adequate laws for the care and protection of children and youth."

—National Bylaws, Article II.

Legislation Policies*

THE National Congress is concerned with basic issues that may lead to legislation affecting: (1) the welfare of children and youth in the fields of education, social and economic well-being, and child labor; (2) such environmental factors as radio, television, motion pictures, press, recreation, and safety education in its broadest sense; and (3) federal research agencies in education, health, juvenile protection, and homemaking. The Congress is vitally interested in legislation designed to promote world understanding and peace among nations.

*Each of the following specific policies has been approved by at least thirty state congresses according to individual state procedure. (State congresses have an opportunity to review the program annually.)

• The action program is based on these policies.

1. Local Control

All federal child welfare legislation should include provisions that will insure minimum federal and maximum local control.

2. Federal Grants-in-Aid Affecting Children and Youth

Federal grants-in-aid to states should be made through, and administered by, federal, state, and local agencies most directly concerned with the subject involved.

3. Education

a. The free public school system should be maintained and strengthened. When federal funds are involved such monies should be channeled through the United States Office of Education to state and local departments of education and should be administered with minimum federal and maximum local control.

b. The United States Office of Education should be established as an independent agency of government under the general direction of a federal board of education. This board should be composed of laymen appointed to long, staggered terms and should have authority to appoint, and be advisory to, the United States Commissioner of Education.

4. Federal Aid for Education

a. The federal government should appropriate funds to supplement those raised by local and state governments to provide adequate educational opportunities for all children and youth.

b. Any such funds appropriated by the federal government should go to publicly controlled, tax-supported schools only.

c. Federal funds should be appropriated for the purpose of equalizing educational opportunity among the several states, with provisions ensuring:

(1) distribution according to need, such need to be determined on the basis of facts that shall serve as a basis for an apportionment formula;

(2) minimum federal and maximum local control; and

(3) encouragement to the states to put forth their best efforts to equalize educational opportunities within their own boundaries.

d. Federal funds should be appropriated to give aid in the construction of public school buildings, after approved surveys have been made. These funds should be:

(1) channeled from the U.S. Office of Education through state departments of education to the local units of administration;

(2) made available to the states on the basis of an objective formula that would take into account both the need for school facilities and the relative ability of the states to meet such a need;

(3) allocated so as to encourage states to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population.

e. Federal funds appropriated for education should be available for school libraries and for the education of handicapped children.

- f. Federal funds should be used to provide educational opportunities for the children of government employees on federally owned property.
- g. Federal funds should be used to provide, through the U.S. Office of Education, adequate programs of school health, health education, and physical fitness for children and youth.
- h. Federal funds should be used for such programs of adult education as affect the welfare of children and youth.
- i. The education of Indian children should be administered through state departments of education, with adequate federal appropriations given to furnish educational opportunities equal to those of other American children.
- j. All federal funds for vocational education should be channeled through the U.S. Office of Education to state and local departments of education, so that vocational and general education may be effectively integrated through state and local control.

5. Child Care Centers

Child care centers should be made available to children of employed mothers; adequately staffed and supervised by appropriate agencies; and jointly financed by public funds and parents' fees or by funds from public or private agencies.

6. Child Labor

Federal legislation should give necessary protection to child workers, with special emphasis on the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

7. Child Life Research

Adequate appropriations should be provided for continuing programs of integrated child life research.

8. Critical Materials for School Building Construction

We support measures that will give a top priority for materials, equipment, and supplies for school buildings after major military needs of the United States have been met.

9. Disposal of Surplus Materials and Supplies

Educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

10. Health

Equalized public health services and public health education opportunities should be provided for all children and youth.

Federal appropriations for maternal and child health services and services for crippled children should be continued.

11. International Relations

We support the United Nations and its component parts as the best basis for international cooperation.

12. Library Service

Public library service should be extended to all people on an equitable basis with special emphasis on needs in rural areas. Federal funds for public library service should be channeled through the U.S. Office of Education to state library agencies for use in promoting library service according to the pattern best suited to state needs. Legislation providing federal funds should be terminal, should ensure minimum federal and maximum local control, and should provide for variable matching grants on an equalization basis.

13. Merit System

Child welfare services should be administered by persons qualified to do so. Accordingly we support the extension of the merit system for public employees.

14. National Defense

We believe that we must work diligently for world peace by use of all possible United Nations channels to achieve economic, social, physical, and spiritual welfare for all children and youth through education for citizenship in an interdependent world. It is nevertheless necessary in this time of world tension to maintain a military establishment capable of going into effective action in defense of the nation.

The administration of these emergency military measures should ensure the maximum opportunity for education for responsible and effective democratic citizenship.

We believe that all efforts should be made to meet the need for military manpower from the pool of eligible adults before inducing persons under twenty-one years of age.

We insist, also, that all persons be thoroughly trained and properly equipped before being sent into combat.

In the event that the Congress of the United States should establish a program of universal military training for the expansion of our manpower resources in the armed services, this training should be:

1. A temporary program for the emergency period only, rather than a permanent measure of military conscription.
2. Universal in its application to all young men, beginning at the age 18. (This does not imply combat service.)
3. Confined to a period of not more than six months of basic military training for each person concerned.
4. Conducted with full recognition of the health, educational, and spiritual needs of young people.
5. Operated through the military facilities of the nation in a way that will ensure young men's being trained in areas within reasonable proximity of their homes.

6. Supervised by a national advisory commission comprising both military and civilian representatives.
7. Combined with a continuing educational program.
8. Administered to provide for further education following basic military training for those persons with special abilities in the sciences and the essential professions as determined by regularly constituted civilian educational authorities.
9. Established not to provide a large and permanent standing army but to strengthen the defense of the nation through a civilian reserve of manpower available for immediate and full-time military

service to meet any emergency with which our country may be confronted.

15. Recreation

Adequate community recreation services should be provided through public support.

We encourage the support of state agencies authorized to assist local governments in setting up recreation programs.

16. Rural Stabilization

We support the continuance of basic principles of stabilization of rural families, including guidance services. (Such programs enable the children in these families to have better education, nutrition, and health.)

Legislation Action Program

THE following action items, based on the approved policies, represent current needs. It is anticipated that pertinent legislation will be introduced when the 83rd Congress reconvenes in January 1954. Local units should study the issues involved. State legislation chairmen will request action at the appropriate time.

1. Child Labor

- a. We support ratification by the states of the child labor amendment.
- b. We oppose legislation that would weaken the protective child labor provisions of the Fair Labor Standards Act.

2. Adequate Support for Certain Federal Offices

We support adequate appropriations for the following departments, offices, and agencies.

(The current needs of programs are considered in determining adequacy of appropriations.)

a. U.S. Office of Education, Department of Health, Education, and Welfare

The Office conducts research, collects statistics, makes surveys, provides advisory services, and administers federal funds available to the states for land-grant colleges, vocational education and rehabilitation, and schools in areas affected by federal activities.

b. Children's Bureau, Department of Health, Education, and Welfare

The Bureau has two assigned functions: (1) to investigate and report on the welfare of children and (2) to administer the federal grants to the states for child welfare services, crippled children's services, and maternal and child health services.

c. Food and Drug Administration, Department of Health, Education, and Welfare

This agency protects the consumer by presenting the misbranding or adulteration of foods, drugs, devices, and cosmetics in interstate and foreign commerce.

d. U.S. Public Health Service, Department of Health, Education, and Welfare

The Service is responsible for varied activities—for example, port of entry examinations; supervision of medical

services in federal penal institutions; operation of federal hospitals, such as marine hospitals in the larger ports, St. Elizabeth's (for mental patients) in Washington, D. C., the drug addict hospitals in Lexington and Fort Worth, and the National Leprosarium; research and personnel training in the fields of mental health and of chronic and communicable disease control; and administration of grants-in-aid to states for such purposes as hospital construction and control of communicable diseases.

e. Bureau of Human Nutrition and Home Economics, U.S. Department of Agriculture

Of primary importance to families is the research done by this agency on problems concerning food, clothing, shelter, and homemaking. The Bureau also aids farmers by discovering and developing new uses for farm products and helps manufacturers by supplying new data useful in improving their products and output.

f. Federal Extension Service, U.S. Department of Agriculture

This agency, in cooperation with the state land-grant colleges, brings the results of continuing research to the rural community, employing home demonstration agents and other workers who deal directly with individuals and organizations.

g. Bureau of Labor Standards and Wage and Hour Division, U.S. Department of Labor

The Bureau's concern is development of sound labor standards, including standards for youth employment and promotion of their adoption. This agency also conducts child labor and youth employment research. The Division is charged with enforcement of the Fair Labor Standards Act, which includes regulations governing child labor in industries operating or producing for shipment in interstate commerce.

3 Federal Aid for Education

a. School Building Construction

School enrollments continue to make headlines, and the peak has not been reached. Every state faces building shortages, makeshift classrooms and unsafe structures. A national emergency is upon us. Emergencies require special consideration. Legislation to help states provide these necessary classrooms is a "must." Children's needs can't wait!

Thoughtful consideration of the "Report of School Build-

ing Needs" followed by suitable action should be expected from the second session of the 83rd Congress.

b. Education of Physically Handicapped Children

We support legislation to enable the states to make more adequate provision for special services required for the education of physically handicapped children of school age.

4. Emergency Maternity and Infant Care

We support the principle of the development of a program to provide maternity and infant care for wives and infants of enlisted men in the armed forces similar, but not identical, to the emergency maternity and infant care program in effect during World War II.

5. Fireworks

We support legislation that would prohibit the interstate shipment of fireworks into any state in which the sale of fireworks is prohibited by law.

6. Health

We support legislation to assist the states in the development and maintenance of local health units. Previously supported bills have provided for the development and maintenance of local public health units organized to provide basic full-time public health services and to assist the states in the training of personnel for local public health work; allotment of matching funds is to be made on the basis of population and the financial need of the states for assistance to provide basic public health services for all persons within the state. The basic public health services necessary for the well-being of every community are control of communicable diseases, environmental and food sanitation, health education, collection and analysis of vital statistics, public health laboratory services, and maternal and child health services.

7. International Relations

It is the policy of the National Congress of Parents and Teachers to support the United Nations and its component parts as the best basis for international cooperation. Our principal legislative concern is support for the United Nations Educational, Scientific, and Cultural Organization; the Food

and Agricultural Organization; the World Health Organization; and the United Nations International Children's Emergency Fund.

8. Library Service

We believe that the basic purpose of federal grants in the library field should be to extend public library service to all people on an equitable basis, keeping in mind needs to rural areas especially. Accordingly, we support legislation to improve public library services by providing federal funds to be channeled through the U.S. Office of Education to state library agencies for use in promoting library service according to the pattern best suited to state needs. We believe that this legislation should be terminal, should ensure maximum local and minimum federal control, and should provide for variable matching grants on an equalization basis.

9. Postal Rates Increase

We oppose legislation that would eliminate special rates for the mailing of library books and the special second-class mailing rates now available to nonprofit organizations such as the National Congress of Parents and Teachers.

10. School Lunch

We support adequate appropriations to carry out the school lunch program as provided in Public Law 396.

11. Alcoholic Beverages

We support legislation to prohibit the broadcasting by means of any radio or television station of any advertisements of alcoholic beverages.

CONTINUING CONCERNS

In other years the Action Program has included support of measures to abolish block booking and blind selling of motion picture films; support of the general trend toward grade labeling of products; support of legislation providing certain appropriations for the extension divisions of state universities and land-grant colleges; and opposition to legalizing of a national lottery. No legislation on these subjects is anticipated at this time.

American Education Week

● In a few days the nation's schools will open their doors to the public in the thirty-third observance of American Education Week. From November 8 to 14 the National Congress will join with the U.S. Office of Education, the National Education Association, and the American Legion in their efforts "to bring the people to the schools and to take the schools to the people."

Whatever your P.T.A.'s plans for celebration of this week, you will find abundant material for discussion in the special American Education Week issue of the *National Parent-Teacher* (November). It contains the first in a series of

"101 Questions About Public Education," submitted by parents in response to a request from the Committee on School Education. In addition, the magazine is publishing its second book condensation, "It Takes Time: An Autobiography of the Teaching Profession," by Marie I. Rasey. Both add meaning to the 1953 theme, "Good Schools Are Your Responsibility."

Remember that these articles and the AEW leaflet, *Those Who Teach Our Children*, can continue to provide program ideas for your unit throughout the school year. Why not plan a post-AEW discussion, based on parents' visits to the schools and their related reading?

P.T.A. Objects BOOKMARK



Available from your state congress office, or from the National Office. Price: 15 cents

THE *World Over...* THE P.T.A. IDEA IS TAKING ROOT

With the U. S. Army in Japan

• Among the most portable items that army families took with them to the U.S. military base of Nagoya, Japan, was the P.T.A. idea. This has been successfully transplanted to the American School there, now a thriving outpost of the National Congress.

What kind of problems does a P.T.A. face in a military community outside the United States? First of all, the free public school may be absent or, in the case of Nagoya, so financially precarious that parents had to be assessed \$12.50 a child to meet a deficit in school funds.

When this P.T.A. was organized in September, 1953, families were becoming vocal about their opposition to the assessment. The unit promptly appointed a committee to investigate fund-raising procedures and to determine why certain supplies were unavailable to meet the school's requirements.

Out of this came recommendations that were made to the commanding general of the Japan Air Defense Force. These resulted in the allocation of additional per capita funds, preventing a second assessment, and the relief of supply problems.

Another difficulty confronting the Nagoya P.T.A. is familiar to many in America—the yearly turnover of teachers. At the American School this is largely due to the transient character of an army community. Despite this handicap, the unit went ahead last March with plans for a twofold program of summer activity for children.

The program was designed to give remedial teaching to the many children of service families whose education is continually being interrupted, and to provide constructive recreational activity for others. The use of volunteers with teaching backgrounds was considered for the first group until the superintendent of schools came up with a staff of trained paid teachers. This staff then reviewed reading and writing skills with their young pupils.

The P.T.A. was thus freed to devote all its energy to the second phase of its program. Supported by the small registration fee of one dollar a child, activities included riding lessons, needlecraft, braiding and beading, landscaping in clay, ballet, dramatics, bowling, photography, first aid, and softball!

There Are —

- 15,500,000 P.T.A. members in Japan
- 3,000,000 P.T.A. members in the Philippines
- Thousands of members in Canada, England, Germany, Italy, the Canal Zone, Alaska, Guam, Puerto Rico.

Adult members aren't neglected either in this unit. During the year Nagoya P.T.A. has featured a film on mental health, a lecture by a child psychiatrist, a report on the book *The Many Lives of Modern Woman*, and a tape recording of children at work in the classroom. These all add up to a year of growth for this enterprising P.T.A., under the leadership of its president, Mrs. Elsie K. Manning.

A Growing Interest in Germany

IN Western Germany the youthful parent-teacher movement is experiencing its first growing pains as it extends from the American to the French zone. Staff members at the U.S. Office of Public Affairs watch hopefully from the side lines, glad that the initiative for organization has come from the Germans themselves. As in Japan, it follows the general pattern of the National Congress, but with the inevitable differences that result from a distinct school structure.

The provinces, many of which were self-governing in the past, retain their separate identities to this day. This consciousness, coupled with the dominant fact of three-power government in the Western zone, make any unified movement difficult. But not impossible. The state association of parents' committees organized during the past seven years in North Wuerttemberg and North Baden has accepted the challenge to expand into the French sector.

Frau Luise Koelmel of Stuttgart, chairman of the association, presided at two conferences held in Sigmaringen (June 13-14) and in Freiburg (June 20-21). The purpose of the conferences was to acquaint the parents of the southern part of Baden-Wuerttemberg with the activities of parents' committees and to lay the foundation for similar groups.

Speakers included representatives of the ministry of education, prominent edu-

cators, and officials from the directorates of education in Tuebingen and Freiburg, who pointed out the common task of parents and teachers in the education of the child. Discussion periods provided an opportunity to deal with problems facing parents and to suggest ways in which they could be solved by organized parent-teacher groups.

Attendance at both conferences totaled 120. Delegates from each type of school in Baden-Wuerttemberg (Christian Community, Catholic, and Evangelical) were present. They went home to organize similar committees in their schools and join forces with the state association in Stuttgart.



- At the CARE bookshelf in the library of the Free Waldorf School, Stuttgart, Germany, a student is caught up in "George Washington's World"—one of a series of new American children's and youth books delivered as a gift from donors in the United States through the CARE Children's Book Fund. P.T.A.'s are participating in this international good-will project.

"Arctic Adventurers Club"

- While their elders are attending a P.T.A. meeting, what are the youngsters doing? If they're the children of personnel at an army base in Anchorage, Alaska, they may be absorbed in the activities of the "Arctic Adventurers Club," a recreational group that members of Elmendorf AFB P.T.A. helped organize. President of this enterprising unit for 1953-54 is Colonel Roger B. Payne.

No Doubt About It ...

Our P.T.A.'s Are in There Pitching!

HERE'S A GOOD EXAMPLE • \$150,000 IN NEW SCHOLARSHIPS

MORE than five hundred prospective teachers are attending colleges and universities throughout the nation on scholarships awarded by the state parent-teacher congresses. To meet the pressing need for qualified teachers, state congresses have recruited promising young men and women in many ways:

They have supported legislation that would make teaching more attractive to young people. Adequate salary scales have been instituted in many states because of the interest and concern of the state congress.

Students and their parents have been informed of the advantages and rewards of the profession.

Communities have been reminded of their responsibilities in regard to their school teachers, and ways of making the teacher feel a real part of the community have been pointed out.

Clubs have been sponsored to encourage young people to become future teachers of America.

Interest-free loans have been made available to finance their training as teachers. But the most tangible, direct proof of state action to promote better schools are the scholarships awarded to those students who show promise of becoming the outstanding teachers that the nation's schools will always need.

• *Scholarships are awarded by the following twenty-four state congresses:*

ARIZONA—Three one-hundred-dollar scholarships are granted each year, preferably to teacher trainees.

CALIFORNIA—Twenty-four teacher education scholarships (of three hundred dollars each) are granted for the school year through the state colleges and the university as well as through four other large teacher training schools. These are granted only to students planning to enter the elementary schools, and service in California schools is expected in return for an award.



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The California Congress also grants ten special education fellowships of one thousand dollars each for a year's graduate study. These fellowships may help to stimulate interest in teaching the handicapped child.

COLORADO—Twelve students in teacher education institutions are currently receiving scholarships of \$150 each (six new this year). Each new scholarship is renewable for a second year.

CONNECTICUT—Ten one-hundred-dollar scholarships are given each year—two each to the four state colleges and the University of Connecticut.

DISTRICT OF COLUMBIA—Four one-hundred-dollar scholarships are granted each year.

HAWAII—Three one-hundred-dollar scholarships this year (the number will be increased next year) are awarded to junior or senior students in the University of Hawaii Teachers College. Funds are derived from life memberships.

IDAHO—Life membership funds are used for three scholarships of two hundred dollars each for teacher training in the field of the exceptional child. (Another scholarship fund not limited to special training is planned for the near future.)

ILLINOIS—Golden jubilee scholarships totaling \$32,000 (four each distributed in thirty-two districts) were awarded this year, plus four scholarships to students at the University of Illinois (for special education) and at three teachers colleges, amounting to an additional twelve hundred dollars. Total scholarship awards for 1953 will be \$44,000.

INDIANA—This year twenty-two scholarships of approximately two hundred dollars each were awarded to juniors and seniors in four state teacher training institutions. Next year \$4,800 will be awarded to twenty-four students.

KANSAS—Life membership funds and student-teacher "scholarship parade" contributions have been awarded in scholarships to seventy students in seven colleges in the past five years. Twenty-four scholarships, amounting to three hundred dollars in some cases, were awarded this year. If a student does not teach in Kansas one year for each \$150 of scholarship aid, the scholarship is considered a loan and must be paid back to the fund.

MASSACHUSETTS—Twenty one-hundred-dollar scholarships were awarded this year (next year, twenty-five) to prospective elementary school teachers. These students are expected to teach upon graduation, but are not limited to teaching in Massachusetts.

(continued on page 12)

ALL 3 FOR ONLY ONE DOLLAR!

MISSOURI—Five new two-hundred-dollar scholarships were granted this year. Once a student receives a scholarship he may renew it each succeeding year until he obtains his degree. Twenty-five students have been awarded scholarships amounting to \$1,200 each in the last five years. All recipients must teach one year in elementary school for each grant of three hundred dollars. Five one-hundred-dollar scholarships are awarded each year to in-service teachers for special study.

MONTANA—Five one-hundred-dollar scholarships are given each year to students in the field of education. At present they are awarded to students in three teacher education institutions and the state university and state college.

NEBRASKA—The Nebraska Congress granted twenty-seven scholarships of fifty dollars each to students in elementary education; three eighty-dollar awards and one thirty-dollar award were presented to students in special education.

NEW YORK—The state congress gave twelve scholarships this year for teacher education. Each scholarship is worth \$1,200.

OHIO—The state congress has awarded seventy-four scholarships of two hundred dollars each this year.

OREGON—The state congress promotes and administers the Tuition Scholarship program. One hundred and ten scholarships for tuition and fees (\$120) have been awarded this year. New scholarships are renewable for three additional years. Funds for the program are contributed by the local units.

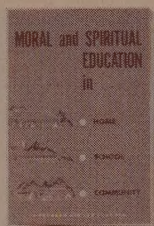
PENNSYLVANIA—Twenty-eight golden jubilee scholarships have been awarded to students entering fourteen state teachers colleges. Eighteen scholarships were for \$500 each; ten for \$340 each—a total of \$12,400.

SOUTH DAKOTA—Four scholarships of \$125 each will be awarded for the first time this year to students entering elementary education in each of the four teachers' colleges.

TEXAS—Nine scholarships of \$200 each were awarded this year to students in elementary education.

UTAH—Fourteen scholarships of one hundred dollars each will be given this year to students in teacher training. These may be renewed if the student does good work and re-applies.

- Bring your P.T.A. BOOKSHELF or school library up to date by adding to it these three timely and helpful P.T.A. publications:



Moral and Spiritual Education

- Offers a fresh perspective for understanding and re-emphasizing moral and spiritual values in home, school, and community. Pools the experience of parents, educators, and youth leaders in making these values meaningful. Excellent for group study and discussion. Each chapter is followed by questions for discussion.



Happy Journey

- A guide for parents of five- and six-year-olds to help them launch their children on their first journey to school. Explains how parents can prepare children for school and cooperate effectively with the teacher. Makes the bridge between home and classroom easier to cross.

WASHINGTON—Seventy scholarships of one hundred dollars each are awarded annually. Sixty are available to high school graduates, and ten to graduates of junior colleges. Scholarships are continued during college as long as the student remains in teacher education and maintains an average grade.

WISCONSIN—A \$250 scholarship is awarded to a high school senior each year who wishes to take teacher training.

WYOMING—Four tuition scholarships are awarded every year, amounting to \$105 each.

Parents and Teachers as Partners



- Discusses many things that create resentment and misunderstanding between parents and teachers. Offers suggestions for overcoming these obstacles. Contains answers to a nation-wide questionnaire that asked teachers, "What are the five qualities most important in parents?" and asked parents, "What five qualities are most important in a good teacher?" The replies are important to every parent, teacher, and administrator.

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